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ABSTRACT

A discussion is provided of transfer activities at Roxbury Community College (RCC) for the period from July 1, 1987 to June 30, 1989. First, an overview is given of major activities and statistical data for the 2-year period. During the 1987-88 academic year, 904 students expressed an interest in transferring; 41% of those students were "transient" students, or students who had completed less than 12 credits. Information is also provided on RCC students who participated in articulation programs with local colleges, including 13 students in a joint RCC/Wentworth College program and 15 in a University of Massachusetts, Boston nursing program. Next, a description is given of changes that took place in the Transfer Opportunity Program, including a shift in focus from all students transferring credits to only students graduating from RCC. Finally, recommendations for improving the transfer process are provided, including the importance of making counseling services available to every student from the first semester on, and the need to reevaluate the criteria used to measure graduate success rates. The bulk of the report consists of 12 appendixes which provide detailed complementary information on such topics as: (1) the type and location of the institutions applied to by transfer students; (2) the numbers of transfer applications received by local institutions; (3) the numbers of transfers by major from 1985 to 1989; (4) lists of participants in RCC's College Transfer Days for 1987 to 1989; (5) a copy of RCC's general guide to transfer, "Planning for Your Education"; and (6) outcomes by major for graduates from the 1985-1988 classes. (JMC)

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ROXBURY COMMUNITY COLLEGE

REPORT ON TRANSFER ACTIVITIES

July 1, 1987 - June 30, 1989

Prepared by:

Susan Bartzak-Graham

July 1989

JC 890 408

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FOREWORD

During the past five years, the amount of raw data collected on students planning to transfer from Roxbury Community College, graduates and non-graduates alike, has been enormous. Any attempt to pull this data into one cohesive statement about what enables students to successfully transfer, given all of the variables, would be well beyond the scope of a single individual. And, five years into the transfer tracking project, eliminating consideration of the "non-transient" (12 or more credits completed at Roxbury Community College) students, it has become impossible to attempt to track the over 3,000 students who have expressed an interest in transferring through their baccalaureate degree journeys. Thus, in selecting the information to be presented in this report, one guiding principle has been to focus attention on those students for whom Cohen and Brawer (1987) and Savage (1988) state that we, as a community college, can be considered to be responsible for- our graduates.

To focus on our graduates is not an attempt to negate follow-up on participants in the various articulation programs, or the activities that are provided for all students interested in transfer. But to provide information on those students who have begun their educational odesseys at Roxbury Community College, and to understand what makes them successful at pursuing baccalaureate - and graduate - work not only enables us to identify

those areas in which we might improve but gives us cause to celebrate those areas in which we have developed expertise. It gives us proof of our success and that of our students.

Transfer Counseling

1987-1988. During the 1987-1988 academic year, 904 students expressed an interest in transferring by either meeting with a transfer counselor or submitting a transcript request to the Registrar's Office. Of this number, 375 (41%) were "transient" students, having completed less than 12 credits at Roxbury Community College (RCC). Only two percent of these students were seen by a transfer counselor.

The majority of transient students, as in past years, come from neighboring institutions including Northeastern University, Wentworth Institute of Technology, Massachusetts College of Pharmacy and the University of Massachusetts at Boston.

Among the other 529 students, number of credits completed and the likelihood of seeing a counselor varied considerably.

Credits Completed	#	Seen	% of group seen
12-23	100	17	17
24-35	73	26	36
36-47	54	31	57
48-59	65	44	68
60+	237	171	72
TOTAL	529	289	55

While it appears that fewer students were seen - due to the reduction in percentages of students seen in each group - in reality, transfer counselors serviced slightly (1%) more students in 1987-88 than in 1986-87. And, as this figure does not include

those students seen for other transfer-related activities such as articulation/cross-registration and early inquiry (figures which were included in the 1984-85 report) it may be conservative to state that transfer counselors, in the course of an academic year, meet with well over 400 students, or roughly one-third of our student population.

One must also note that these figures only include initial visits. Particularly in the case of graduating transfers, the average number of sessions is 3.5, resulting in over 1400 hours of transfer-related contact per year.

Transfer Patterns (See Appendices A, B, C, D)

1987-1988. Transfer patterns, in terms of average number of applications submitted and geographic distribution of applications has remained fairly constant over the past five years, although comparisions between patterns of general transfer and graduate transfer do yield differing results.

In terms of number of applications submitted, graduates would appear to submit slightly more (1.62 v. 1.04) applications than general transfer students.

In terms of geographic distribution of applications, it also appears that graduates, as opposed to general transfers, are more likely to (1) focus their transfer efforts on colleges within

the Metropolitan Boston area - defined as one-half hour or less commute from the City of Boston by private transportation - (85% v. 76%) and (2) matriculate to four-year institutions (92% v. 84%).

One additional observation is that both graduates and general transfers seem more likely to attend private, as opposed to public four-year institutions. (52% v. 36%)

Graduate Follow-up

1985. Results of the fourth year of follow-up indicate that 46% of the class has matriculated into baccalaureate study, an increase of 8% over the past two years.

Of the matriculants, 25% have earned bacclaureate degrees and an additional 43% still remain in active pursuit of the BA degree. For the class as a whole, 10% have received baccalaureate, and an additional 17% persist toward design attainment.

What results also indicate is that, despite the higher rate of transfer (48%) and subsequent baccalaureate attainment (13%) of AA graduates (v. 32% and 8% for AS graduates), over time an 11% higher rate of AS graduates have persisted toward baccalaureate completion. (See Appendix E)

1986. Three years of follow-up on the Class of 1986 has yielded results indicating that 35% of the class has matriculated into baccalaureate study.

Of the matriculants, 16% have earned the BA, and an additional 65% are still enrolled in bacclaureate programs. Of the class as a whole, 6% have earned BAs, and an additional 26% persist toward degree completion.

AA transfer rates and subsequent degree attainment are roughly double those of AS degree recipients (50% v. 24%, 8% v. 4%), although AS recipients would appear to be slightly (5%) more tenacious in pursuing the baccalaureate. (See Appendix F)

1987. Roxbury Community College. In the two academic years since their graduation, 41% of the Class of 1987 has matriculated into baccalaureate study. As of this writing 7% of the class has earned baccalaureate degrees, while an additional 31% persist toward degree attainment.

Of the matriculants, 15% have earned baccalaureate degrees within two years of completing the Associate degree. And, using those who initially matriculated in the academic year following their graduation as a baseline figure, 88% persist toward the baccalaureate. (See Appendix G)

Boston Business School. A total of 5% of the Class of 1987 transferred in the semester immediately proceeding graduation, with an additional 2% transferring in the next academic year. One hundred percent of the matriculants have persisted in baccalaureate study. (See Appendix G)

1988. Roxbury Community College. Forty-eight percent of the Class of 1988 matriculated into baccalaureate study in the academic year immediately proceeding their earning of the Associate degree. As would be expected, there is a substantial difference between the AA transfer rate (59%) and the AS degree transfer rate (35%). (See Appendix H)

Boston Business School. Five percent of graduates have transferred into Baccalaureate degree programs. (See Appendix H)

1989. Roxbury Community College. Fifty-three percent of the 1989 graduating Class has expressed an interest in transfer during the 1989-1990 academic year. This figure includes 72% of the AA degree recipients and 36% of the AS degree recipients. (See Appendix I)

Boston Business School. Seventeen percent of the BBS graduates of 1989 have expressed an intent to transfer during the 1989-90 academic year. (See Appendix I)

TRANSFER OPPORTUNITIES PROGRAM

COLLEGE TRANSFER DAYS

1987-1988. Forty-five colleges attended College Transfer Days during 1987-1988. This was a slight reduction in number of colleges attending in 1986-1987 and, particularly for the Fall 1987 Transfer Day, can be attributed to the lack of parking facilities. Colleges attending are detailed in Appendix J.

1988-1989. A total of 51 colleges were in attendance at the 1988-1989 College Transfer Days. Twenty-one of these colleges attended both events. A detailed listing is in Appendix K.

ARTICULATION AGREEMENTS

RCC/Wentworth Articulation Program

During 1987-89, thirteen students participated in the RCC/Wentworth program. Six of these students will continue in the program for 1989-90, five have transferred to WIT and one to the University of Lowell.

This brings the total number of participants to forty-four over the past five years. Of this group, twenty-nine (66%) have transferred; twenty-three to Wentworth, three to the University of Lowell, two to U Mass/Boston and one to Boston University. Of the transfers to date, 48% have graduated from Wentworth, 33% from ULowell, 50% from UMass Boston and 100% from Boston University. In addition, 39% from WIT and 67% from ULowell continue to persist toward degree completion. One student is currently in a Masters program, with a second student scheduled to start in Fall, 1989.

Six students continue in the program and three new students are expected to start in Fall, 1989.

Massachusetts College of Pharmacy

During 1987-1989, there were no participants in this program. Of the two students previously enrolled, one continues toward baccalaureate degree completion.

Two new students will begin the program in Fall, 1989.

Simmons College

One student participated in the RCC/Simmons Nursing Articulation during 1987-1989. She was dismissed at the end of the semester for failure to maintain a "C" average.

Wheelock College

During 1987-1989, three students participated in the RCC/ Wheelock College Social Work Articulation. Both of the cross-registrants matriculated to Wheelock, where one, due to academic difficulties, withdrew. The other student continues with a 3.00 average. It should be noted that the one student who did not participate in the cross-registration program graduated with honors from Wheelock in 1989 and is currently attending the MSW program at Salem State College.

RCC/U Mass/Boston Nursing Articulation

Four students registered for a total of ten credits during 1987-1989. One student remains active at U Mass/Boston, one is transferring to Salem State College, and two were academically dismissed.

This brings the total number of participants in this program over the past four and a half years to twenty-six, and the total number of credits taken to 109. Of these participants, nineteen (73%) have transferred to U Mass/Boston, and three (12%) have transferred to other programs; Quincy Junior College, the RCC ADN program and Salem State College.

Of the nineteen who transferred to U Mass Boston, four (21%) have graduated, and seven remain active (37%). And, even of those who have been academically dismissed from U Mass Boston, five have transferred to other schools; Curry College, Malden Hospital School of Nursing, the RCC ADN program and Salem State College.

OTHER TRANSFER-RELATED PROGRAMS

Boston Five

During 1987-1989, fifteen students, in addition to those participating in the RCC/U Mass Boston Nursing Program, registered for a total of 105 credits under the Boston Five Agreement. Five students enrolled at Mass College of Art (51 credits), seven at U Mass Boston (36 credits) and three at Bunker Hill Community College (18 credits).

Overall, thirty-five students (in addition to the 26 involved in the Nursing Program), have participated in the program; twenty-four at U Mass Boston (126 credits), eleven at Mass College of

Art (69 credits) and three at Bunker Hill Community College (18 credits). Seventeen (49%) of these students have been confirmed as transferring.

TOP Scholars

In 1987-1989, forty students participated in the TOP Scholars (Summer Degree Completion) Program. Twenty-nine (73%) have transferred to four-year institutions. Of these matriculants, twenty-one (72%) continue active pursuit, and three (10%) have earned the baccalaureate, for a persistence rate of 82%.

As has been mentioned in previous reports, the first year (1984-1985) of this program had a substantially different focus than the proceeding three years (1985-1988). During the first year, students in the initial stages in their Associate degree program were given two or three free courses to accelerate completion of their degrees. Of the twenty students who participated in that program, six have transferred. Five of these students remain in attendance for a persistence rate of 25%.

However, of the 114 participants in the Summer Degree Completion Program, who were able to take one or two transferable courses needed to complete their Associate degrees, 89 (78%) have transferred. As of this writing, 14 (16%) have earned the baccalaureate, and 46 (52%) remain in baccalaureate programs, for a persistence rate of 68%, almost three times that of those in the Summer Enrichment Program. Funding for this program has been discontinued.

OTHER ACTIVITIES

Articulation Discussions. During 1987-1989, the Transfer Counselor attended meetings with ten colleges to discuss possible articulation agreements;

Boston College possible articulation with School of Education, still in preliminary stages

Boston University
Program in Biomedical Clinical and Laboratory Sciences remains under discussion
Social Work agreement signed

Massachusetts College of Art articulation is not feasible, a course equivalency guide should be produced shortly, personnel have been assigned to advise cross-registrants under the Boston Five Agreement, career days in planning

Massachusetts Maritime Academy engineering, articulation does not seem feasible due to small numbers of students

Pine Manor College remains on hold

Regis College Social Work Program remains on hold

Suffolk University produced a model course equivalency and sample articulation guide

University of Massachusetts at Boston
College of Management remains on hold. Educational Opportunity Program may be able to take a lead in this.
Institute of Learning and Teaching Articulation is pending receipt of state grant to be operationalized

Wentworth Institute of Technology, final copies of revised articulations are awaiting academic approval from Wentworth.

Wheelock College Social Work Program has been signed and put into operation.

Efforts to Improve Transfer. In addition to those colleges seeking articulation agreements, representatives from seven colleges visited the campus to discuss possible methods of improving the transfer function; Bridgewater State College, Central New England College, College of the Holy Cross, the Consortium for the Education of Non-Traditional Students (CENTS), Curry College, Goddard College and Smith College.

The Transfer Counselor, accompanied in some cases by students from the College, visited a number of colleges during 1987-1989. These include: Amherst College (twice), Babson College, Emmanuel College, the University of Massachusetts at Boston (several times), Wellesley College (twice), Wheaton College and Wheelock College.

Publications. Planning for Your Education: A General Guide To Transfer (Appendix L), researched and written by the Transfer Counselor, was distributed beginning in January, 1988. This handbook was designed to answer general questions, identify resources and issues involved in transfer, and provide a timetable for students interested in transfer.

Scholarship Coordination and Research. During 1987-1989, the Transfer Counselor coordinated the following scholarship programs for the campus: Boston University, Foster Furcolo Scholarship, General Electric Minority Scholarships in Business

and Engineering, National Dean's List, Roxbury Community College, Sapers Family Educational Loan Awards, Suffolk University, Talent Roster of Outstanding Minority Community College Graduates and the Harry S. Truman Scholarships.

During the Fall 1989 semester, the Transfer Counselor expects to finish research on a Scholarship Guide for Roxbury Community College students, which should be ready for distribution in mid to late October.

Transfer Workshops. No specific workshops for transfer students at Roxbury Community College were held during 1987-1989. However, the Transfer Counselor did assist with college-wide advising workshops which focused on transfer and transfer issues, and did three workshops, two on transfer and one on scholarship opportunities at Boston Business School.

Professional Activities. During 1987-1989, the Transfer Counselor attended two conferences dealing with transfer issues; the 1987 meeting of CENTS, held at Brown University and the 1989 Conference of the New England Articulation Association.

SUMMARY AND RECOMMENDATIONS

In the past five years that the Transfer Opportunity Program has been in place, a number of changes have occurred in the reporting of data generated by this program. The focus has shifted, and necessarily so, from all students who transfer credits from Roxbury Community College to another institution, to those who graduate or, at least, march, and transfer. Regrettably, the sheer numbers of students involved have made this so. But so has the idea that the community college can only reasonably be held responsible for its graduates' successes or failures. So with this guiding notion -

Transfer Counseling

Each year, the number of students seen by transfer counselors increases. Between pre-transfer guidance on requirements, application/financial aid/scholarship assistance, course transferability discussions and simple inquiries, well over 400 students are seen each year.

It is well-documented that the clear majority of graduates seek transfer counseling. In part, this is due to the implementation of mandatory exit interviews conducted by the Counseling and Placement Services (CAPS) staff, as well as more persistent follow-up on students not initially completing a Graduate Survey Form. Over time, it has also become apparent that many graduates are referred either by faculty advisors or by fellow classmates who have previously utilized transfer counseling services.

One area of concern remains the provision of services to non-graduating students. Despite increased outreach, and a subsequent rise in the numbers of students seen who have completed less than 60 credits, many students reach transfer counseling services far too late for these services to be their most effective. And while increased understanding of transfer requirements by faculty advisors, as well as advisors being provided with more updated information on articulation agreements and other programs conducive to transfer has relieved some of the pressure for transfer counselors to provide all of the transfer information, there still must be room found to provide services for each student even remotely interested in transfer <u>from the first semester on</u>. For only in this way can we reach those students who are not aware of the advantages - and to a lesser degree, the pitfalls - of earning an Associates degree prior to transfer.

One issue which also enters into the provision of counseling services and, based on this writer's experience, impacts heavily on the attrition rate, is the intent of students entering the college. Bernstein (1988) has stated that "community colleges do not specifically address the needs of students who intend to transfer." More often, they enroll students who "intend to fulfill vocational or transfer-related goals without earning...an Associates degree." (Savage, 1988) Student intentions may thus, in part, account for results of both the United States Department

of Education's National Longitudinal Study/Postsecondary Education Transcript Study (NLS/PETS) and statistics complied by the Center for the Study of Community Colleges. The former study indicates that, of all students who attended community colleges, 5.7% of those have earned an Associate degree and 5.8% of those who attended, but did not earn an Associate degree, persisted to baccalaureate completion, while the latter indicates that only 7.8% of all student who have attended community colleges have persisted to baccalaureate degree attainment.

Given these statistics, and the lack of a clear definition of what constitutes a "community college transfer" (Bernstein, 1988, Cohen, Palmer & Zwemer, 1986, Cohen & Brawer, 1987), perhaps, if we were able to identify those students whose intent it was to transfer while they are in the admissions process, we could reach them earlier in their educational career. Likewise, if we were able to identify those students whose intent it was to take courses for transfer, as opposed to earning an Associate degree prior to transfer, we could more accurately separate students who leave the college for other institutions from those who are dropping or stopping out, and thus, more realistically measure our successes.

Graduate Follow-up. Four years of follow-up on the graduates of Roxbury Community College has yielded some encouraging results in terms of transfer success. It is reassuring that, after four

years, 10% of our graduates have earned the bacaalaureate, a figure which meets the national lifetime average for Associate degree holders earning the baccalaureate. Following this, 6% of our 1986 class and 7% of our 1987 class have also earned Bachelor's degrees. It is heartening to see some of our graduates in pursuit of their Masters Degrees in such areas as Education, Business, Acupuncture, Computer Science and Social Work.

But what is perhaps most encouraging are the percentages of students who continue to attend baccalaureate programs; 17% of the Class of 1985, 26% of the Class of 1986, 31% of the Class of 1987 and 48% of the Class of 1988. Even if half of the students currently attending earn the baccalaureate, roughly 18-20% of each class - almost double the national average - will become BA holders. And given research findings which indicate that initial attendance at a community college <u>decreases</u> the likelihood of attaining the baccalaureate (Astin, 1985, Harrison & Varcoe, 1984), the successes of our graduates in pursuing baccalaureate education provide some indication that we must be doing some things well.

Further encouraging are the increasing numbers of AS graduates who choose to pursue baccalaureate study. And, while for many of them, entrance into a program is preceeded by a one to two year stop-out the fact that they return to higher education is impressive. And the fact that they continue at higher rates than AA graduates also deserves recognition.

But what does all this mean? First, it points to the need for providing all graduates with transfer counseling - and that means not only our own AA and AS graduates, but those of Boston Business School, and the Division of Extended Education as well.

It also means that, for our own research purposes, we need to re-define the time frame that is required for baccalaureate attainment. It may not, particularly for AS graduates, be a two to three year Associate to Baccalaureate experience. It may be an additional four or five - and that notion alone, may discourage some from taking the first step. However, it does point to the need to continue to follow graduates over an extended period of time - perhaps for as long as ten years to really understand when and why they transfer, and what factors make them successful.

Articulation Programs

Overall, the articulation programs continue to provide excellent opportunities for RCC students interested in pursuing an academic career in such diverse areas as engineering technologies, pharmacy, nursing and social work.

The opportunity to cross-register appears to be a particularly important factor in each program, as it gives the student the chance to test out his/her academic aspirations while still attending the majority of classes in the supportive environment of RCC. Cross-registration also gives the student the opportunity to become acclimated to the potential transfer institution's

environment, which seems to mitigate the transfer shock phenomenon.

Naturally, some programs appear much more successful than others, in terms of actual transfer to the host institution. But here, one must focus on the student's intent in entering the program to actually view its effects.

The RCC/Wentworth Program tends to attract students interested in specific areas of engineering or engineering technology. These students tend to be fairly well career focused and transfer to Wentworth at a rate in excess of 50%. While this seems just slightly higher than the average class' transfer rate, if one takes into account the additional 14% who transfer to other institutions, often on full scholarship, then the successful transfer rate for the program is 66%, well above the class transfer rates.

Likewise, programs such as those with Massachusetts College of Pharmacy and Wheelock College have yielded a 50% transfer rate. However, with exceedingly small numbers of students in this programs, it is difficult to make accurate comparisions.

The articulation with U Mass Boston's School of Nursing is another which has proved particularly useful to RCC students, with a persistence rate of 58%. And, once again, taking into account those students who have successfully transferred to other institutions (15%), the actual transfer figure moves up to 73%, well above the class averages for transfer.

In all of these specialized programs, the focus is on the career which can be achieved through baccalaureate attainment, and, therefore, one can only speculate as to whether the level of commitment to career goals or the cross-registration process plays the more important role in transfer.

The programs which point to the possible importance of the level of career-awareness as a factor in successful transfer are those run under the Boston Five Agreement. Here, as opposed to persistence rates between 66-73%, the successful transfer rate runs at 50%, just slightly higher than the class average. One reason that may be given for these lower transfer rates is that a student involved in these programs tends to be less focused on achieving a career goal through the cross-registered courses. Rather, s/he is far more likely to be taking courses for personal, as opposed to transfer reasons. Thus, it would appear that the lack of direct relation to a career path has some bearing on the lower transfer rates of the Boston Five participants.

Other Activities

The implications of a higher student transfer rate as a result of the (career)goal-based transfer model lends creedence to the meetings held with ten colleges over the past two years. And, while the status of many of the proposed articulation agreements is uncertain, the fact that so many senior institutions are willing to invest the necessary time to complete these arrangements

is an indication that they, too, recognize the importance of these types of agreements in facilitating the transfer process.

One area which needs to be improved, however, is recruitment for these programs. It has been, at best, a somewhat hit or miss proposition, with the exception of the more established Wentworth and U Mass Boston Nursing Programs. To this writer, it appears that either (1) more "Articulation Education" for faculty advisors and/or (2) increased publicity in the classroom might result in more students taking advantage of these programs.

Efforts to Improve Transfer

From all indications, the interest is there among senior institutions, even some of those with the most selective admissions standards, to seek out qualified transfer students at Roxbury Community College. Both on-campus and off-campus visits, particularly those with student involvement, have proved fruitful in terms of applications and acceptances. However, due to budget constraints, travel options in the future may be limited.

Because of these fiscal constraints, one solution might be a Mentor Program, in which graduates are matched with currently enrolled students seeking transfer to colleges and/or programs that the graduates are attending or have received baccalaureates from.

First mentioned as a possibility in the 1985-1986 report, research by the Transfer Counselor has produced an initial mailing

of over 100 students. Results of the mailing and the initial year of the program should be available in the 1989-1990 report.

Overall

In reviewing five years of the Transfer Opportunities Program, the hundreds of students who have benefitted from one or more of its facets, but in doing so have given us as much as they have received, this writer is constantly amazed at the evolution that this program has undergone. And while there are still rough spots - like a lack of "transition training" for transfer students, which, hopefully, the Mentor Program will mitigate, there are so many success stories from this program that it is difficult to find any area of our program where we have failed to meet our original goals.

In five years, we have managed to set up a computerized system to track transfer students. Because of personnel constraints, we have now had to limit follow-up to graduates, but even this is proving useful in understanding how we prepare our students for success in academe.

In five years, we have developed a number of useful publications, increased the number of students reached, transferred students to some of the most prestigious colleges and universities in the country, and developed a number of articulation agreements with both public and private institutions.

We are now on the way to beginning a Mentor Program - a large step, we hope, in allieviating the effects of transfer shock.

And, with the publication of a scholarship guide, we hope to enable more students to receive the resources they desperately need to continue their educations. From the first year's seven page report to this one - twenty-two pages and twelve appendices, I believe that we have provided research results, however simple, which will enable us to better match students with appropriate programs, and to understand what we can do to help our students to succeed.

Through other areas of the College, we have developed a more effective advising system - a useful tool in transfer, both in terms of the guidance and faculty/student relationship aspects.

We have raised the successful transfer rate, slightly beyond our original goal of 40%. (See Appendix M) But more, importantly, we have tried, in all of our programs, to give our students whatever they needed - guidance, financial assistance, help in filling our forms and critiquing essays, even stamps and rides to distant campuses, so that they would have the best possible chance to continue their educations. And they have responded by persisting toward their goals and earning their baccalaureates.

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APPENDIX A

COLLEGES APPLIED TO ALL APPLICANTS

Four-Year Institutions	% In-State	% Out-of-State	% Boston
Private	26	15	16
Public	6	36	5
sub-total	32	51	21
Two-Year Institutions			
Private	3	2	1.5
Public	6	3	5.0
sub-total	9	5	6.5
Technical Schools			
Private	2	0	2
TOTAL	43	56	29.5

GRADUATES

Four-Year Institutions			
Private	35	19	30
Public	19	17	11
sub-total	54	36	41
Two-Year Institutions			
Private	4	1	4
Public	7	0	7
sub-total	11	0	11
Technical Schools			
Private	2	0	2
TOTAL	67	34	54

APPENDIX B

APPLICATIONS

ALL APPLICANTS

	% In-State	% Out-of-State	% Boston
Four-Year Institutions			
Private	46	4	42
Public	25	9	22
sub-total	71	13	64
Two-Year Institutions			
Private	4	.5	4
Public	9	.5	8
sub-total	13	1	12
Technical Schools			
Private	0	0	0
TOTAL	84	14	76

GRADUATES

Four-Year Institutions			
Private	51	3	49
Public	33	5	29
sub-total	84	8	78
Two-Year Institutions			
Private	4	0	4
Public	3	0	3
sub-total	7	0	7
Technical Schools	0	0	0
TOTAL	91	8	85

APPENDIX C

COLLEGES APPLIED TO/NUMBER OF APPLICATIONS

GRADUATES

Graduates = 136 Applications = 221 Average = 1.625

Amherst College	2	Mass. College of Art	1
Anna Maria College	2	Mass. College of Pharmacy	4
Bay State Junior College	3	Morgan State University	1
Bentley College	2	Mount Ida College	1
Boston College	1	Newbury College	2
Boston University	9	Northeastern University	32
Brandeis University	2	Paine College	1
Bridgewater State College	1	Quincy Junior College	2
Bunker Hill Community Coll	2	Regis College	2
Cambridge College	1	Rhode Island College	1
Cheyney University	1	Salem State College	3
Clark College	1	San Jose State College	1
Edison State	1	Simmons College	1
Elmira College	1	Smith College	1
Emerson College	1	Suffolk University	28
Emmanuel College	3	Texas Women's University	1
Fitchburg State College	1	U of California	1
Franklin Institute	1	U of District of Columbia	1
Grayson Community College	1	U of Lowell	6
Hampton University	1	U of Mass/Amherst	5
Harvard Extension School	1	U of Mass/Boston	51
Illinois Inst of Technol.	1	Wellesley College	3
Johnson C. Smith College	1	Wentworth Inst of Tech	14
Lesley College	7	Western Oregon State	1
Loyola University	1	Westfield State College	1
Mass. Bay Community Coll	5	West Virginia State	1
		Worcester State College	2

APPENDIX D

COLLEGES APPLIED TO/NUMBER OF APPLICATIONS
ALL APPLICANTS

Applicants = 514 Applications = 537 Average = 1.04

Adelphi University	1	Nassau County Comm Coll	1
Alabama State	1	Newbury College	8
Albany State	1	New Hampshire College	1
Amherst College	2	New York University	1
Anna Maria College	3	Niagra University	2
Atlantic Union College	1	North Bennett St. School	1
Bay State Junior College	6	North Carolina State	1
Bentley College	3	Northeastern University	65
Boston College	4	North Shore Comm College	3
Boston University	15	Paine College	3
Brandeis University	2	Providence College	2
Bridgewater State Coll	3	Puerto Rico Jr. College	2
Bristol Community College	1	Quincy Junior College	5
Buffalo State	1	Radcliffe College	1
Bunker Hill Comm Coll	19	Regis College	2
Cambridge College	4	Rhode Island College	3
Cheyney University	1	St. Joseph College	1
Chicago State	1	Salem State College	9
Clark College	2	San Diego State	1
Cleveland State	1	San Jose State	1
Columbia University	2	Savannah State	2
Curry College	2	Simmons College	1
Delaware State	1	Smith College	1
Eastern Connecticut St	1	Somerville Hospital SON	1
Eastern Nazarene College	2	South Carolina State	1
Elmira College	1	South Dakota State	1
Emerson College	6	Southeastern Mass U	2
Emmanuel College	8	Southern University	1
Fisher Junior College	1	Stockton State	1
Fitchburg State College	3	Stonehill College	1
Florida Inst. of Tech	1	Suffolk University	46
Forsyth School	1	Tennessee State	1
Framingham State College	4	Texas Women's University	1
Franklin Institute	2	Tufts University	2
Grayson Community Coll	1	Tuskegee Institute	1
Hampton University	1	U of Bridgeport	2
Harvard Extension School	2	U of California	1
Howard University	3	U of District of Columbia	1
Illinois Inst of Tech	1	U of Houston	1
Interamerican University	1	U of Lowell	13
Iowa State University	1	U of Mass/Amherst	6
Johnson C. Smith College	1	U of Mass/Boston	101
Kentucky State	1	U of New Hampshire	1

Laboure Junior College	1
Lasell Junior College	1
Lesley College	15
Loyola University	1
Marymount College	1
Mass Bay Community Coll	19
Mass College of Art	1
Mass College of Pharmacy	12
Massasoit Community Coll	2
Mercer University	1
Met State College	1
Middlesex Community Coll	4
Morgan State University	3
Morris Brown College	1
Mount Ida College	2
Murray State	1
U of New Haven	1
U of Puget Sound	1
U of Rochester	1
U of Tennessee	1
U of Wisconsin	1
Virginia State	1
Wellesley College	3
Wentworth Inst of Tech	37
Western New England Coll	1
Western Oregon State	1
Westfield State College	2
West Virginia State	2
Wheaton College	1
Wheelock College	6
Winston Salem State	2
Wichita State	1
Worcester Polytech	1
Worcester State	4

APPENDIX E

CLASS OF 1985

TRANSFER BY MAJOR

Associate in Arts	#	85 86	86 87	87 88	88 89	Earned BA
Business Administration	19	9	9	5	4	1
Biological Science	2	2	0	1	0	0
English	4	3	2	2	0	2
Liberal Arts	25	8	5	4	2	2
Mathematics	1	0	0	0	0	0
Pre-Nursing	16	12	11	5	5	6
Physical Science	3	1	0	0	0	0
Social Science	12	5	6	3	3	0
SUB-TOTAL	**82**	**41**	**33**	**20**	**15**	**11**
Associate in Science						
Accounting	8	4	3	3	2	1
Business Management	19	7	4	2	2	2
Computer Assisted Drafting	7	0	0	0	0	0
Computer Programming	16	7	7	4	4	1
Early Childhood Education	10	7	7	4	4	1
Electronics Technology	6	3	2	1	1	1
Secretarial	8	0	1	1	1	0
Word Processing	19	2	2	2	3	0
SUB-TOTAL	**93**	**30**	**25**	**15**	**15**	**7**
TOTAL	**175**	**71**	**58**	**35**	**30**	**18**

CLASS OF 1985

TRANSFER BY MAJOR

Associate in Arts	% matric	% 1st yr. reten	% Persistence matric/retained	% BA
Business Administration	47	100	56/56	5
Biological Science	100	0	0/0	0
English	75	67	67/100	50
Liberal Arts	32	63	50/80	8
Mathematics	0	0	0/0	0
Pre-Nursing	75	92	92/100	38
Physical Science	33	0	0/0	0
Social Science	42	120	60/50	0
SUB-TOTAL	**48**	**80**	**63/79**	**13**

AA Summary: **13% of all 1985 AA recipients (27% of those who matriculated) have received the Baccalaureate. An additional 19% of 1985 AA recipients continue to persist towards baccalaureate attainment, for a total persistence rate of 27%. Of all students who have matriculated, 68% persist toward, or have attained the bacclaureate.**

Associate in Science

	% matric	% 1st yr. reten	% persistence matric/reten	% BA
Accounting	50	75	75/100	13
Business Management	37	57	57/100	11
Computer Assisted Drafting	0	0	0/0	0
Computer Programming	44	100	71/71	6
Early Childhood Education	70	100	71/71	10
Electronics Technology	50	67	33/100	17
Secretarial	0	0	0/100	0
Word Processing	11	100	0/150	0
SUB-TOTAL	32	83	73/88	8

AS Summary: Of all 1985 AS recipients, 8% (23% of those matriculated) have earned the baccalaureate. An additional 16% continue to persist, for a total of 24% persistence rate. 74% of all students matriculated have persisted towards, or attained the baccalaureate.

TOTAL	175	71	68/83	10

1985 Class Summary:

Ten (10) percent of all 1985 graduates (25% of those matriculated) have earned the baccalaureate degree within four years of attaining the Associate degree. An additional 17% continue to persist toward the baccalaureate, for a total persistence rate of 27%.

For all 1985 graduates, 68% of those matriculated have earned or continue to persist towards baccalaureate attainment.

APPENDIX F

CLASS OF 1986

TRANSFER BY MAJOR

Associate in Arts	#	86 87	87 88	88 89	Earned BA	Enr MA
Business Administration	31	14	13	9	1	
Biological Science	5	3	3	2	1	1
English	2	1	1	1	0	
Liberal Arts	5	2	2	1	1	
Mathematics	0	0	0	0	0	
Pre-Nursing	30	19	18	14	4	
Physical Science	4	2	1	1	0	
Social Science	11	3	3	3	0	
SUB-TOTAL	88	44	41	31	7	1
Associate in Science						
Accounting	10	4	5	4	1	
Business Management	9	2	3	4	0	
Computer Assisted Drafting	16	4	2	1	0	
Computer Programming	34	10	5	7	2	
Early Childhood Education	14	7	6	3	2	2
Electronics Technology	8	1	2	2	0	
Secretarial	5	0	0	0	0	
Word Processing	27	2	2	2	0	
SUB-TOTAL	123	30	25	24	5	2
TOTAL	211	74	66	55	12	3

CLASS OF 1986

TRANSFER BY MAJOR

Associate in Arts	% matric	% 1st yr. reten	% Persistence matric/retained	% BA
Business Administration	45	93	71/77	3
Biological Science	60	100	100/100	20
English	50	100	100/100	0
Liberal Arts	40	100	100/100	10
Mathematics	0	0	0/0	0
Pre-Nursing	63	95	95/100	13
Physical Science	50	50	50/100	0
Social Science	27	100	100/100	0
SUB-TOTAL	50	93	86/93	8

AA Summary: 8% of all 1986 AA recipients (16% of those who matriculated) have received the Baccalaureate. An additional 35% of 1986 AA recipients continue to persist towards baccalaureate attainment, for a total persistence rate of 43%. Of all students who have matriculated, 86% persist toward, or have attained the bacclaureate.

Associate in Science

	% matric	% 1st yr. reten	% persistence matric/reten	% BA
Accounting	40	125	125/100	10
Business Management	22	150	200/150	0
Computer Assisted Drafting	25	50	25/50	0
Computer Programming	29	50	90/180	6
Early Childhood Education	50	86	71/83	14
Electronics Technology	13	200	200/100	0
Secretarial	0	0	0/0	0
Word Processing	7	100	100/100	0
SUB-TOTAL	24	83	97/116	4

AS Summary: Of all 1986 AS recipients, 4% (17% of those matriculated) have earned the baccalaureate. An additional 20% continue to persist, for a total of 24% persistence rate. 97% of all students matriculated have persisted towards, or attained the baccalaureate.

TOTAL	35	89	91/102	6

1985 Class Summary:

Six (6) percent of all 1986 graduates (16% of those matriculated) have earned the baccalaureate degree within three years of attaining the Associate degree. An additional 26% continue to persist toward the baccalaureate, for a total persistence rate of 32%.

For all 1986 graduates, 91% of those matriculated have earned or continue to persist towards baccalaureate attainment.

APPENDIX G

CLASS OF 1987

TRANSFER BY MAJOR

Associate in Arts	#	87 88	88 89	Earned BA	Enr MA
Business Administration	20	6	6	1	
Biological Science	6	4	3	0	
English	7	5	5	2	
Liberal Arts	24	11	9	1	
Mathematics	0	0	0	0	
Pre-Nursing	13	9	7	0	
Physical Science	5	1	1	1	
Social Science	12	8	7	3	
SUB-TOTAL	87	44	38	8	
Associate in Science					
Accounting	6	1	1	0	
	22*	5*	5*	0	
Business Management	12	5	5	1	
Computer Assisted Drafting	6	3	2	0	
Computer Programming	18	5	5	0	
Early Childhood Education	11	3	3	2	1
Electronics Technology	2	1	1	0	
Secretarial	7	0	0	0	
	19*	1*	2*	0	
Word Processing	18	3	2	0	
SUB-TOTAL	80	25	23	3	1
	41*	2*	3*	0*	
	121	27	26	3	
TOTAL	167	69	61	11	1
	41*	2*	3*	0*	
	208	71	64	11	1

* Boston Business School

CLASS OF 1987

TRANSFER BY MAJOR

Associate in Arts	% matric	% 1st yr. reten	% BA
Business Administration	30	100	5
Biological Science	67	75	0
English	71	100	29
Liberal Arts	46	82	4
Mathematics	0	0	0
Pre-Nursing	69	78	0
Physical Science	20	100	20
Social Science	51	86	9
SUB-TOTAL	51	86	10

AA Summary: 10% of all 1987 AA recipients (18% of those who matriculated) have received the Baccalaureate. An additional 43% of 1987 AA recipients continue to persist towards baccalaureate attainment, for a total persistence rate of 53%. Based on students who matriculated in the semester immediately following graduation, 105% persist toward, or have attained the bacclaureate.

Associate in Science

	% matric	% 1st yr. reten	% BA
Accounting	17	100	0
	23*	100*	0
Business Management	42	100	8
Computer Assisted Drafting	50	67	0
Computer Programming	28	100	0
Early Childhood Education	27	100	18
Electronics Technology	50	100	0
Secretarial	0	0	0
	5*	200*	0
Word Processing	17	67	0
SUB-TOTAL	31	92	4
	5*	150*	0
	22	96	3

AS Summary: Of all 1987 AS recipients 3% (11% of those matriculated) have earned the baccalaureate. An additional 21% of graduates continue to persist, for a total of 24% persistence rate. Using graduates who initially transferred in the semester immediately following their AS degree, 107% of all students matriculated have persisted towards, or attained the baccalaureate.

* NOTE: denotes separate figures for Boston Business School graduates.

TOTAL	41	88	7
	5*	150*	0
	34	90	5

1987 Class Summary:

Five (5) percent of all 1987 graduates (15% of those matriculated) have earned the baccalaureate degree within two years of attaining the Associate degree. An additional 31% continue to persist toward the baccalaureate, for a total persistence rate of 36%.

For all 1987 graduates, 106% of those matriculated in the semester immediately after Associate degree attainment have earned or continue to persist towards baccalaureate attainment.

APPENDIX H

CLASS OF 1988

TRANSFER BY MAJOR

	#	88 89
Associate in Arts		
Business Administration	28	18
Biological Science	8	3
English	4	3
Liberal Arts	34	21
Mathematics	2	2
Pre-Nursing	14	7
Physical Science	7	5
Social Science	18	9
SUB-TOTAL	115	68
Associate in Science		
Accounting	14 8*	6 2*
Business Management	10	5
Computer Assisted Drafting	5	2
Computer Programming	21	9
Early Childhood Education	16	4
Electronics Technology	0	0
Secretarial	8 25*	3 3*
Word Processing	28 1*	5 0*
SUB-TOTAL	96 34* 130	34 5* 39
TOTAL	211 34* 245	102 5* 107

* Boston Business School

CLASS OF 1988

TRANSFER BY MAJOR

Associate in Arts	#	88 89	% matriculated
Business Administration	28	18	64
Biological Science	8	3	38
English	4	3	75
Liberal Arts	34	21	62
Mathematics	2	2	100
Pre-Nursing	14	7	50
Physical Science	7	5	71
Social Science	18	9	50
SUB-TOTAL	115	68	59
Associate in Science			
Accounting	14 8*	6 2*	43 25*
Business Management	10	5	50
Computer Assisted Drafting	5	2	40
Computer Programming	21	9	43
Early Childhood Education	16	4	25
Electronics Technology	0	0	0
Secretarial	8 25*	3 3*	38 12*
Word Processing	28 1*	5 0*	18 0*
SUB-TOTAL	96 34* 130	34 5* 39	35 5* 23
TOTAL	211 34* 245	102 5* 107	48 15 44

CLASS OF 1989

TRANSFER BY MAJOR

Associate in Arts	#	intent
Business Administration	29	21
Biological Science	11	10
English	4	4
Liberal Arts	34	20
Mathematics	2	1
Pre-Nursing	11	7
Physical Science	0	0
Social Science	12	11
SUB-TOTAL	103	74

APPENDIX I

CLASS OF 1989

TRANSFER BY MAJOR

Associate in Arts	#	intent	% intent
Business Administration	29	21	72
Biological Science	11	10	91
English	4	4	100
Liberal Arts	34	20	59
Mathematics	2	1	50
Pre-Nursing	11	7	64
Physical Science	0	0	0
Social Science	12	11	92
SUB-TOTAL	**103**	**74**	**72**

Associate in Science

Accounting	21	9	43
	26*	8*	31
Business Management	12	6	50
Computer Assisted Drafting	1	0	0
Computer Programming	15	7	47
Early Childhood Education	13	4	31
Electronics Technology	3	2	67
Hotel/Rest. Management	2	1	50
Nursing ADN	7	0	0
Property Management	1	0	0
Secretarial	13	4	31
	21*	0*	0
Word Processing	19	5	26
SUB-TOTAL	107	38	36
	47*	8*	17
	154	46	30
TOTAL	210	112	53
	47*	8*	17
	257	120	47

* Boston Business School

APPENDIX J

COLLEGE TRANSFER DAYS
1987-1988

American International College
Babson College
Bentley College
* Boston College
* Boston University
Brandeis University
* Bridgewater State College
Brockton Hospital School of Nursing
Cambridge College
Central New England College
Cheyney University of Pennsylvania
Elms College
Emerson College
* Fitchburg State College
Forsyth School of Dental Hygiene
* Framingham State College
* Harvard University Extension
Hawthorne College
Lesley College
* Massachusetts College of Art
* Massachusetts College of Pharmacy and Allied Health Sciences
Massachusetts Maritime Academy
Mount Holyoke College
Mount Ida College
New England Baptist Hospital School of Nursing
New England College of Optometry
New Hampshire College School of Human Services
Nichols College
North Adams State College
Northeastern University
* Pine Manor College
Regis College
* Salem State College
* Simmons College
Somerville Hospital School of Nursing
Southeastern Massachusetts University
Stonehill College
* Suffolk University
Tufts University
* University of Lowell
* University of Massachusetts/Amherst
* University of Massachusetts/Boston
* Wentworth Institute of Technology
Western New England College
Westfield State College

APPENDIX K

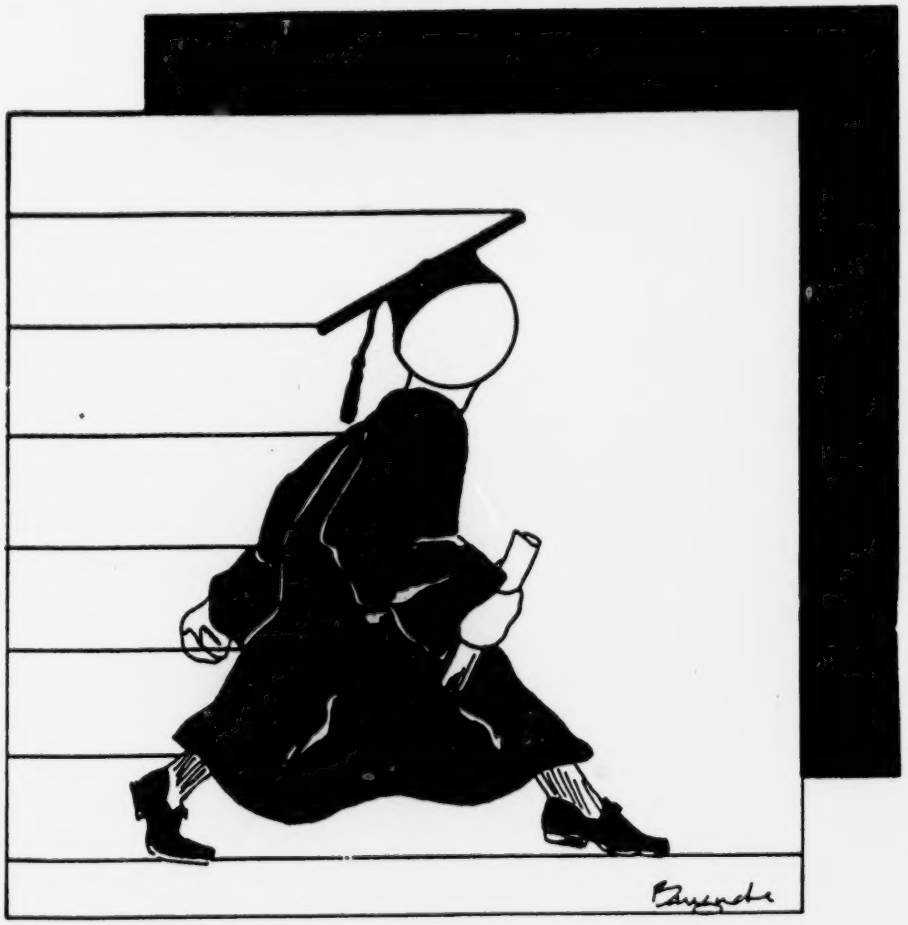
COLLEGE TRANSFER DAYS
1988-1989

Babson College
* Bentley College
* Boston College
* Boston University
* Brandeis University
* Bridgewater State College
Brockton Hospital School of Nursing
Cambridge College
College of the Holy Cross
Curry College
Elms College
Emerson College
* Emmanuel College
* Fitchburg State College
Forsyth School for Dental Hygienists
* Framingham State College
Hampshire College
Hampton University
* Harvard University Extension
Lesley College
* Massachusetts College of Art
* Massachusetts College of Pharmacy and Allied Health Sciences
Massachusetts Institute of Technology
* Massachusetts Maritime Academy
Merrimack College
Mount Holyoke College
Mount Ida College
New England College of Optometry
North Adams State College
* Northeastern University
* Regis College
Rhode Island College
* Salem State College
Simmons College
Springfield College of Human Services
Southeastern Massachusetts University
* Suffolk University
* Tufts University
University of Connecticut
* University of Lowell
* University of Massachusetts/Amherst
* University of Massachusetts/Boston
University of Vermont
Wellesley College
* Wentworth Institute of Technology

Westfield State College
Western New England College
Wheaton College
Wheelock College
Williams College
Worcester State College

ROXBURY COMMUNITY COLLEGE

PLANNING FOR YOUR EDUCATION



A GENERAL GUIDE TO TRANSFER

PLANNING FOR YOUR EDUCATION
A GENERAL GUIDE TO TRANSFER

NOVEMBER, 1987

ROXBURY COMMUNITY COLLEGE
THE TRANSFER OPPORTUNITIES PROGRAM

This guide was prepared by Susan Graham, Transfer Opportunities Program Counselor.
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INTRODUCTION

Planning for your education is one of the most important decisions you will ever make. Education can create new opportunities for a better job and for a more satisfying and well-paying career. It offers challenging ways to help yourself, your family, and your community.

Choosing a college or university where you will continue your studies is a difficult job. There is no magic answer to the question of which colleges will best help you meet your goals. There is no one person or book to give you all of the information you need to make your decision.

From your Transfer Counselor to your faculty advisor, from the College Fairs held twice each year to the resources available to you through CAPS and LRC, Roxbury Community College can provide you with what you need to successfully transfer to the college of your choice. We hope that this handbook will help you begin.

THE FIRST STEP:

KNOWING YOURSELF: THE KEY TO CAREER AND EDUCATIONAL CHOICE

To start your educational planning process you need to know who you are, what your interests are, what your skills are, what is important to you, and what you want to accomplish.

HOW DO YOU START?

: **Talk** to a CAPS counselor.

: **Discuss** your ideas about who you are and what you want to be.

: **Discover** how education can help you achieve your goals.

: If your are undecided about your career you might want to use either the DISCOVER system or a Harrington-O'Shea Career Decision Making test to help you identify the types of careers you might want to explore.

: Use the Career Resources available to you in CAPS and LRC to explore all of your options.

: **Read** the career sheets available in the lobby of the Kennedy Building.

: **Choose** the most flexible major possible to suit your career goals. Your faculty advisor or counselor can help you explore options within majors, and how they may relate to each other.

SECOND STEP:

LINKING YOUR CAREER AND EDUCATIONAL PLANS

Once you have **decided** on a career, speak with your faculty advisor or a counselor about the career you are considering.

: **Get** his/her ideas about how the courses you will be taking will help you in the future.

: **Ask** for his/her guidance in choosing electives.

or

: **Consult** the Course Transfer Guide or a Transfer Counselor to determine what courses are transferable and in what way they will transfer— as core/distributable requirements, concentration courses, or unrestricted electives.

: **Participate** in the Internship or Cooperative Education Program and get academic credit for work experience. Internship or Co-op can give you the opportunity to make contact with others in your field and will give you a good idea about what your career choice will really be like.

: **Interview** people working in your field for more information. Ask them about the training necessary for an entry-level position in their field. Find out what they like and don't like about their jobs.

: **Attend** the Alumni panels sponsored by CAPS. Talk to RCC graduates from your major about their education and careers.

: **Seek** information on careers and education through College Fairs or special events sponsored by your (or other) college departments.

: **Speak** with counselors at local and governmental agencies to discover what types of education and training fit into your career plans.

: **Write** to professional organizations in your chosen field for more information about your career choices. The Occupational Outlook Handbook is an excellent resource for discovering where you can obtain free copies of these publications.

THIRD STEP:

CHOOSING A TRANSFER INSTITUTION

Decide upon the criteria you want to use in selecting a college; then start searching for colleges that will meet your needs.

: **Use** DISCOVER to conduct a college search. You can select a college based on different criteria, such as majors available, location, cost, etc. and get a printout of your choices.

: **Select** a transfer institution based on the program of study best suited to help you meet your goals.

but : **Consider** these other factors in making your final choices.

ACADEMIC PROGRAMS

Majors available
Special programs

LOCATION

Urban, suburban, rural
Accessibility to public transportation

SIZE

Of the university
Of your major
Of classes

COST

Tuition, fees, books, other expenses
Special scholarships, financial aid

RESIDENTIAL FACILITIES

Are dormitories reserved for transfers?
Is family housing available?

ADMISSIONS CRITERIA

Required/preferred gpa
Prerequisite courses
SAT/TOEFL requirements

COOPERATIVE EDUCATION/INTERNSHIP PROGRAMS

SUPPPORT SERVICES AVAILABLE

Counseling
Career Planning/Placement
Academic Skills/Tutoring
Women's Center
Veterans' Office
Minority Affairs
Faculty Advisors

SPECIAL FACILITIES

Day Care
Tutoring
Athletic Facilities

: **Read** The College Handbook or Peterson's Guide to Four Year Colleges (CAPS or LRC offices) to get a list of colleges to consider.

: **Schedule** an appointment with a Transfer Counselor to discuss your criteria. S/he can help you identify colleges that will meet your need and programs with which Roxbury Community College has special articulated agreements.

: **Talk** to RCC faculty, staff, administrators, friends, or fellow employees about the colleges they attended.

: Use the Career Sheets to identify local colleges and universities which may have appropriate programs.

: **Attend** the Semi-Annual College Fairs, held in November and March. Representatives from over 40 colleges attend. It's an excellent opportunity to get first-hand information from a number of colleges at one time.

: **Read** RCC NEWS TODAY and **watch** for special college recruitment events or visits from RCC alumni who have successfully transferred.

: **Read** college catalogs for all of the colleges you are considering.

: **Write** down any questions you may have.

: **Request** information from the colleges of your choice. Forms are available in the CAPS office for your use.

FOURTH STEP:

FILLING OUT THE APPLICATIONS

When you have narrowed your choice of transfer institutions to three to five, it is time to start the application process. Applications for most colleges are available in the CAPS office.

: **Understand** all admissions requirements. While some colleges may waive test requirements for transfer students, others may not. Your Transfer Counselor can help you understand these requirements as they apply to your situation.

: Transfer institutions usually require the following information and requirements before they will consider you for admission:

1. Completed application and application fee.
   Most area institutions accept RCC fee waivers for the application fee. These are not available for international students.
2. Official transcript (s) of all college work.
3. Official high school records or GED scores.
4. Personal Statement or essay.
5. Faculty, counselor, employer recommendations.
6. Minimum gpa of 2.0 for entry into liberal arts programs; 2.75 or higher for business, engineering and nursing programs.

Many selective colleges require a gpa of 3.5 or better.

Your Transfer Counselor can help you understand what is required but it is your responsibility to obtain and complete all the necessary forms.

***SPECIAL NOTE FOR INTERNATIONAL STUDENTS**

In addition to the items listed above, you will be required to submit a document of support, and will likely have to submit all of the required forms well in advance of the resident student deadline. If you have any questions concerning transfer and your immigration status, you should speak with the Foreign Student Advisor at Roxbury Community College.

HOW DO YOU FILL OUT THE APPLICATIONS?

Applications for transfer should be filled out accurately and neatly. They should be typed or written in ink. Make sure you have no misspelled words or erasure marks. If you have questions about how to answer a particular item, ask your Transfer Counselor.

After completing the application, read it over to make sure that you have provided all of the required information.

HOW DO YOU GET A TRANSCRIPT OF YOUR WORK FROM RCC?

All of your academic records are kept in the Office of the Registrar. You will need to go there and fill out a form like the one below for each college to which you plan to apply. The first transcript you request will be free. All others will cost $1.00 each. Transcripts will be mailed within seven working days of the request—except during registration and at the end of each semester, when transcripts are held for final grades. Plan your requests accordingly.

HOW DO YOU GET TRANSCRIPTS FROM OTHER COLLEGES?

The copy of your high school or college transcript you had sent to RCC can not be released to other colleges. You must write to all colleges you previously attended (see sample letter below) and request that they send an official copy of your transcript directly to the institution to which you will be applying.

SAMPLE TRANSCRIPT REQUEST

To whom it may concern:

Enclosed please find a check in the amount of x dollars to cover costs of sending an official copy of my transcript to

Office of Transfer Admissions
XYZ University
1 University Street
Anytown, Massachusetts 01111

I attended your college from _____ to _____.

Thank you for your help.

Sincerely,

John Smith
625 Huntington Avenue
Boston, Massachusetts 02115
Social Security Number: 000-11-2222

HOW DO YOU GET COPIES OF YOUR HIGH SCHOOL RECORDS?

Call or write the Guidance Office at the high school you attended and request that an official copy of your high school transcript be sent to the colleges of your choice.

If this is impossible, and you do not have a copy of your records, you may ask the RCC Registrar's Office to forward a copy of your records, along with your RCC transcript. However, this will not be an official transcript and you should continue to make every effort to obtain one from your high school.

HOW DO YOU GET COPIES OF YOUR GED SCORES?

Official copies of your GED scores may be obtained from the center where you took the GED test. If the center has closed, and you took your GED test in Massachusetts, call the GED office at the State Department of Education: (617) 770 7583.

WHAT DO YOU WRITE IN YOUR PERSONAL STATEMENT?

Remember that a personal statement is the institution's way of getting to know you as a person. The statement that you write is your opportunity to sell yourself to the institution and to state what you are going to achieve and why you chose to apply to that institution. Be honest and be yourself. Take time to think about what you want to say. Some topics that you may want to include are why you chose your major/career, significant experiences in your life, etc.

The personal statement is also the institution's way of evaluating how well you express yourself. Before you complete your final draft, have your faculty advisor, English professor, counselor, or tutor look it over.

WHAT SHOULD YOU INCLUDE IN THE ESSAY FOR ADMISSION?

Read the question carefully to understand what your are being asked. Certain key words will be part of the question and you should respond to these in your answer. Commonly asked questions (with key words underlined) include:

1. What are your professional goals and how did you choose them?
2. Describe a significant experience in your life.
3. If you could interview any person, living or dead, who would it be and why?
4. What do you hope to accomplish by completing a baccalaureate degree?

WHOM DO YOU ASK FOR LETTERS OF RECOMMENDATION?

Never list anyone as a reference unless you have first obtained his/her permission to do so.

Your faculty advisor should be your first choice for a letter of recommendation. Always remember to allow your advisor sufficient time to write the recommendation.

If you do not feel comfortable asking your faculty advisor, contact a professor in your major field of study for a recommendation. Always provide a stamped envelope (with the address of the college to which you are applying on the envelope).

Each recommendation requires that you sign a statement either waiving or not waiving your right to see the recommendation. If you waive your right, the recommendation is considered confidential. An advantage of waiving the right to see your recommendation is that the college may view the recommendation as a more honest appraisal of your work.

If you need suggestions about people to ask for recommendations, see your Transfer Counselor.

FIFTH STEP:

APPLYING FOR FINANCIAL AID

Applying for financial aid will be slightly different depending upon which semester you plan to transfer.

FALL SEMESTER ADMISSION

: Complete the Massachusetts Financial Aid Form (FAF) as soon as possible after January 1st of the year in which you are applying. List the college(s) to which you are applying.

Note: RCC **does not** have fee waivers for the FAF, but you may be able to obtain one at either Freedom House or at the Copley Branch of the Boston Public Lilbrary.

: If you need help in completing the FAF, plan to attend one of the workshops sponsored by Financial Aid in February or March, or seek help directly from the Financial Aid Office.

: To be eligible for a Massachusetts State scholarship, you **must** apply before May 1st.

: Contact the Financial Aid Office of the college(s) you will be applying to and request the forms they require. Generally you will need:

: A Student Aid Report (SAR) sent to you directly from College Scholarship Services (CSS) in Princeton, New Jersey.

: Income Verification
Copy of either your or your parents' 1040 form or other documentation of income.

: To have applied to a college.

: A copy of your alien registration ('green') card if you are an international student.

: Financial Aid Transcripts from all colleges previously attended. These are available in the RCC Financial Aid Office and in CAPS.

SPRING SEMESTER ADMISSION

: Contact the Financial Aid Office of the college you are applying to as early as possible.

: Using the Additional College Request (ACR) Form you received from CSS, list the college(s) you are applying to and send the list to Princeton, New Jersey so that CSS can forward your financial aid information to these colleges.

: If you do not have an Additional College Request Form, you can write to CSS in Princeton, New Jersey to request that your financial aid information be sent to other colleges. You should include your name, social security number, and date of birth. Identify the college(s) where you wish to have information sent by name, address, and CSS code number. Include a check for $7.00 for the first college on your list and $5.50 for each additional college.

: If you are eligible for a PELL Grant, you will need to write to:

Pell Grant Processing Center
P O Box 4106
Iowa City, Iowa 52244

and request that they send you a duplicate SAR. Forms for this purpose are also available in the RCC Financial Aid Office.

: If you are eligible for a Massachusetts State Scholarship, you must contact the

Massachusetts Board of Higher Education Scholarship Office
330 Stuart Street
Boston Massachusetts 02116

Give your name, address, social security number, and the name and address of your new college.

GRANTS, LOANS, SCHOLARSHIPS, AND OTHER FORMS OF FINANCIAL AID

FEDERAL FINANCIAL AID PROGRAMS

PELL GRANT

Based on financial need.
Maximum amount for 1987-1988 is $2300.
Does not have to be repaid.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)

Available to students with high financial need.
Amounts vary, based on the cost of education.
Does not have to be repaid.

COLLEGE WORK STUDY PROGRAM (CWSP)

Student is paid for working, usually on campus or in a non-profit agency.
Amount of award may vary.
Student is only paid for hours worked, and can not exceed total award.

NATIONAL DIRECT STUDENT LOAN (NDSL)

Loan made through the college.
Repayment begins 6 month after graduation at an interest rate of 5%.
Amount of loan varies, depending upon cost of education.

GUARANTEED STUDENT LOAN (GSL OR HELP LOAN)

Loan is made through your bank.
Repayment begins 6 months after graduation—at a rate of 8%.
Starting in 1987-88, students may borrow $2625 per year during the freshmen and sophomore years, and $4000 per year for up to three additional years—to a total of $15,875 for undergraduate education.

MASSACHUSETTS STATE SCHOLARSHIP PROGRAM

All full-time students and some part-time students may be eligible for Massachusetts State Scholarships. The amount of the scholarship varies depending on the type of institution.

TRANSFER SCHOLARSHIPS

BOSTON UNIVERSITY offers two full undergraduate tuition and fee scholarships each year to members of Roxbury Community College's graduating class. To be eligible, a student must have a cumulative gpa of 3.50 or better, and be eligible to graduate.

MOUNT IDA COLLEGE offers to students of Roxbury Community College the Dr. Brunetta R. Wolfman Scholarship which supplements other financial aid.

NORTHEASTERN UNIVERSITY has two scholarship programs available to Roxbury Community students: (1) In conjunction with the Boston Housing Authority, Northeastern University will supplement the financial aid of residents of Boston Housing Authority Family Developments by matching undergraduate tuition and fees. (2) Every other year (1988, 1990, etc.) the Northeastern University Chapter of Phi Kappa Phi offers a $1000 scholarship to a graduate of Roxbury Community College. Selection criteria are the same as for the Boston University scholarships.

SUFFOLK UNIVERSITY offers approximately six scholarships each year to graduates of Roxbury Community College. These scholarships are only open to citizens, permanent residents, or refugees, and will supplement financial aid received from other sources.

UNIVERSITY OF MASSACHUSETTS AT BOSTON offers the Foster Furculo Scholarship, a full tuition and fee scholarship to a legal resident of Massachusetts who is graduating from Roxbury Community College.

OTHER SCHOLARSHIPS

GENERAL ELECTRIC COMPANY, through the College Board, offers partial tuition scholarships to students planning to continue their education in business or engineering.

MANY OTHER SCHOLARSHIPS are available through private sources. You should consult The Scholarship Book or A Directory of Financial Aid for Minority Students to learn more about those for which you may qualify.

SIXTH STEP:

NOW THAT YOU'VE BEEN ACCEPTED, WHAT NEXT?

In making your final decision about where to continue your education, you should consider four factors:

: **PROGRAMS AVAILABLE**
Which college has the program best suited to your needs and goals?

: **TRANSFER CREDIT**
Prior to making your final decision about transfer, you should receive an evaluation of your previous college work. This transfer credit evaluation should tell you how many of your credits will be accepted by the four-year institution, and how they have been accepted—as core/distrubution requirements, major concentration courses, or unrestricted electives.
If you have any questions about this evaluation, speak to your Transfer Counselor.

: **CAMPUS VISIT**

How comfortable do you feel walking around the campus? Do students and staff seem friendly, helpful? When you meet with faculty in your major department, do you feel like you can establish a relationship with them? Are specific support services available for students of color? For older students?
Finally, have all of your questions been answered?

: **FINANCIAL AID**

Before committing yourself to enrolling in any college, you have the right to know how much your education will cost you. You should make an appointment to sit down with a financial aid counselor at the college(s) to which you apply to discuss a tentative aid package. Discuss whether you will need to take out a loan and remember that you are responsible for paying the loan back after you graduate.

When you have looked at all of these factors, it will be time to compare the colleges that have accepted you, make your final decision, and mail your confirmation and tuition to the institution of your choice. If paying the tuition deposit would be a financial hardship, see your Transfer Counselor immediately. S/he may be able to arrange for the deposit to be reduced or waived.

FINAL REMINDERS

You should plan to attend Transfer Orientation at the college you will attend. These sessions can answer any additional questions you have, enable you to meet other transfer students, and help you adjust to the new environment. Be aware that you may be required to take placement tests in English and mathematics during orientation.

Remember to send a final transcript, including your last semester's grades, to the college you will be attending. If this is not done, the credits that you earned in your final semester at RCC will not be accepted by the transfer institution.

TIMETABLE FOR TRANSFER

FIRST YEAR

FIRST SEMESTER

Explore tentative majors by taking a wide variety of courses.
Discover your interests, abilities, and values and how they relate to possible majors and careers.
Investigate career options.
Speak with a Transfer Counselor at CAPS.
Meet with your faculty advisor.
Visit the College Fair.
Talk with representatives from colleges you might be interested in attending.
Read RCC NEWS TODAY for information on other transfer events.

SECOND SEMESTER

Choose a tentative major.
Develop a relationship with your faculty advisor.
Investigate the Internship/Cooperative Education Program.
Meet with your Transfer Counselor.
Start to identify potential transfer programs.
Visit the College Fair.
Speak with more college representatives.

SECOND YEAR

FIRST SEMESTER

Choose three to five colleges to which you want to apply.
Begin the application process.
Visit college campuses.
Get your questions answered at the College Fair and at other transfer events.
Write your essays and have them proofread.
File transcript requests.
Be aware of deadlines.
Investigate outside scholarships.

SECOND SEMESTER

Mail applications.
File financial aid forms.
Request final transcripts.
Apply for all available scholarships.

Make your decision.

TRANSFER CHECKLIST

	A	B	C
Name of College **Address**			
Phone			
ACADEMIC			
Major			
Application Sent			
Transcript(s) Requested			
High School/GED Records Requested			
Recommendation(s) **Requested** **Sent**			
Document of Support Sent (International Students)			
Campus Visit Scheduled			
Personal Interview			
Acceptance Received			
Credit Evaluation Received			
Confirmation Sent			
FINANCIAL AID			
FAF Mailed			
Income Verification Sent			
Institutional Form Sent			
Copy of Green Card Sent			
Financial Aid Transcript(s) Requested			
SAR Sent to College			
Award Letter Received			

APPENDIX M

GRADUATE SUMMARY
1985-1988

Associate in Arts	#	% transfer	% persisted	successful transfer rate
Business Admin.	90	53	83	44
Biological Science	18	67	75	50
English	17	65	94	61
Liberal Arts	80	48	92	44
Mathematics	4	100	75	75
Physical Science	18	61	82	50
Pre-Nursing	50	74	86	64
Social Science	51	49	88	43
sub-total	346	58	86	50
Associate in Science				
Accounting	33	42	92	39
Business Mgt	45	42	95	40
CAD	32	19	83	16
Computer Prog	85	35	87	30
Early Childhood	51	45	91	41
Electronics Tech	16	31	80	25
Hotel/Rest Mgt	0	0	0	0
Nursing ADN	0	0	0	0
Property Mgt	0	0	0	0
Secretarial - all	29	24	75	18
Word Processing	79	17	100	17
sub-total	310	38	90	34
RCC TOTAL	656	48%	87%	42%
Boston Business School				
Accounting	29	21	83	17
Secretarial	36	3	100	3
BBS TOTAL	65	11	86	10
TOTAL	721	45%	87%	39%

DIVISION SUMMARIES
GRADUATING CLASSES OF 1985-1988

	#	% transfer	% persisted	successful transfer rate
Business Division				
Overall:	301	44	88	39
By degree earned:				
Associate in Arts	90	53	83	44
Associate in Science	211	40	90	36
By area:				
Business	170	48	88	42
Computer Programming	85	35	87	30
Office Technology	46	46	90	41

NOTE: Business includes Business Administration, Business Management and Accounting.

Math/Science/Technology				
Overall:	156	56	83	46
By degree earned:				
Associate in Arts	108	71	83	59
Associate in Science	48	23	82	19
By area:				
Math	4	100	75	75
Science	104	70	84	59
Technology	48	23	82	19

NOTE: Science includes Biological Science, Physical Science and Pre-Nursing

SHEE Division

Overall:	199	49	91	45
By degree earned:				
Associate in Arts	148	50	91	46
Associate in Science	51	45	91	41
By area:				
With Concentration	119	50	90	45
Without Concentration	80	48	91	44

NOTE: With concentration includes English and Social Science majors. Without concentration denotes Liberal Arts majors.

ERIC Clearinghouse for Junior Colleges OCT 13 1989